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ABSTRACT

This document begins with a report describing a Northampton Community College project to develop a manual to help adult literacy providers understand how they fit into welfare reform. The accompanying manual consists of four sections corresponding to the project's four objectives. Section 1, intended to enable adult literacy providers to understand the welfare system, covers the following: welfare reform legislation, Temporary Assistance for Needy Families, funding sources for welfare reform programs, and Human Resource Investment Council. Section 2 contains an inventory for administrators to assess their programs in order to understand how an adult literacy provider can be a significant participant in the welfare reform arena. Section 3 assists adult literacy providers in connecting with other providers by stating the rationale for collaboration and providing an administrator's self-assessment collaboration questionnaire and model collaborative effort. Section 4 is designed to help providers develop new curriculum models that integrate basic skills with the requirements of welfare reform. It includes the following: rationale for basic skills; entry-level job/skill requirements table; sample syllabi, course outlines, and student competency checklists; list of vendors of pertinent work force materials; and community resources. Appendixes include the following: outline of Act 35, state welfare legislation; model welfare-to-work programs; comparison of educational welfare-to-work programs; list of providers; and transparency masters on collaboration. The manual contains 11 references, 4 website addresses, 9 resource persons, and a glossary of acronyms. (YLB)

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Welfare-to-Work

A Comprehensive Manual for Adult Literacy Providers

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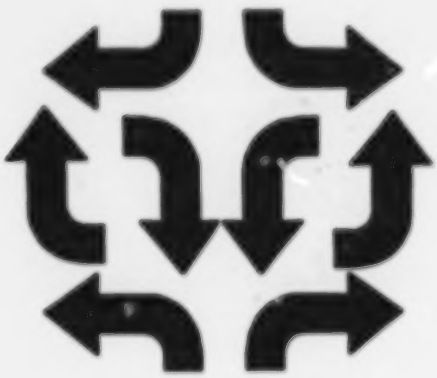
Pennsylvania Department of Education



FINAL REPORT

by

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A COMPREHENSIVE MANUAL FOR ADULT LITERACY PROVIDERS

BY

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RESEARCH / WRITERS

JUNE 30, 1998

FUNDED AS A SECTION 353 PROJECT
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BY
THE BUREAU OF ADULT BASIC AND LITERACY EDUCATION
PENNSYLVANIA DEPARTMENT OF EDUCATION
HARRISBURG, PENNSYLVANIA

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WELFARE TO WORK
A COMPREHENSIVE MANUAL
FOR ADULT LITERACY PROVIDERS

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The activity which is the subject of this report was supported in part by the U.S. Department of Education and the Pennsylvania Department of Education. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

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C) ABSTRACT

Grant Recipient:
Northampton Community College
3835 Green Pond Rd.
Bethlehem, PA 18020
(610) 861-5427

Program Name:
Welfare-to-Work: A Comprehensive Manual for Adult Literacy Providers

Grant Allocation:
$5,000

Project Period:
July 1, 1997 - June 30, 1998

Project Director:
Dr. Manual Gonzalez

Project Purpose:
Welfare-to-Work: A Comprehensive Manual for Adult Literacy Providers proposed to assist programs in understanding how adult literacy providers fit into welfare-to-work programs and to serve as a resource to assist providers to connect with other providers and funding sources.

Project Outcomes:
The manual enabled adult literacy providers to understand welfare reform, explained how an adult literacy provider can be a significant participant in the welfare reform arena, assisted adult literacy providers to connect with other providers and collaborate their efforts, and developed new curriculum models that integrate basic skills with the requirements of welfare reform.

Impact:
This project includes a clear synopsis of current welfare reform changes. In addition, this project reflects how educational programming has to adapt to these changes. Included in this manual Welfare-to-Work: A Comprehensive Manual for Adult Literacy Providers are tables which indicate entry level job/skill requirements, sample course syllabi, student competency checklists, and a complete list of vendors who publish current workforce materials. The goals in the original proposal for the grant were accomplished.
The goals were: 1) to assist agencies to develop new models that integrate basic skills instruction with the requirements of welfare reform initiatives, and 2) to assist agencies on how to document and evaluate the effectiveness of their program of instruction through the collection of data on the delivery of the instruction in light of welfare reform requirements.

Product or Training Developed:
The product which is a result of this 353 Project was a manual entitled Welfare-to-Work: A Comprehensive Manual for Adult Literacy Providers. Included in this manual are 1) a summary of current welfare reform educational requirements, 2) how adult literacy providers can participate in the welfare reform arena, 3) how adult literacy providers can collaborate their efforts, and 4) new curriculum models that integrate basic skills with the requirements of welfare reform.

Products Available From:
The manual Welfare-to-Work: A Comprehensive Manual for Adult Literacy Providers is available from:

The Department of Adult Basic and Literacy Education, 333 Market St, Harrisburg, PA 17126-0333

Product Continuation and/or Future Implications:
This manual will continue to serve as a practical guide to adult literacy providers enabling the providers to understand current as well as future welfare reform requirements in relation to educational programming. The information contained in this comprehensive manual will be applicable to future changes in welfare reform educational requirements because the format addresses primarily general concerns that are adaptable to future changes as the needs of the welfare clientele are addressed.

Conclusions/Recommendations:
Adult literacy providers need to be aware of current welfare reform requirements and how these changes effect educational programming. Providers should be adaptable and flexible when planning future educational programs, be aware of additional funding sources, and be willing to collaborate efforts with other community services.

D) INTRODUCTION TO THE MAIN BODY OF THE FINAL REPORT:

1) Purpose/Objective

Making sense of all the changes occurring with welfare reform is not any easy task. This project by Northampton Community College, Welfare-to-Work: A Comprehensive Manual for Adult Literacy Providers will assist programs in understanding how adult literacy providers fit into welfare-to-work programs and will serve as a resource to assist providers to connect with other providers and funding sources.

2) Time Schedule:

July - August 1997 -

- staff hired
- key personnel contacted
- activities planned

September - December 1997 -

- research and information gathered

January - February 1998 -

- first draft of manual developed

March 1998

- copies of first draft evaluated by key personnel for input and revision

April - May 1998

- create final product

June 1998

- print final product
- write final report

3) Staff and Other Key Personnel:

Dr. Manuel A. Gonzalez, Director of Adult Literacy, contributed his time to the progress and completion of this project. He has extensive experience in adult education and a vast knowledge of community resources.

Maureen Cort, Coordinator of Adult Literacy Programs at Northampton Community College, and Nancy Krouse, Instructor of Adult Literacy at Northampton Community College, equally shared the responsibilities of grant research and writing. These responsibilities included establishing the schedule, managing and designing the program, overseeing budgetary matters, and seeing the product through to completion.

Clerical duties such as typing and formatting were completed by the secretarial staff of the Adult Literacy Department.

Several resource people in the Adult Literacy Department contributed their expertise. These resource persons are listed in the final product.

4) Audience:

Welfare-to-Work: A Comprehensive Manual for Adult Literacy Providers was written specifically for adult literacy providers to help them understand the welfare reform arena and how to adapt educational programs to comply with those requirements.

5) Source of Dissemination of Product:

The following resource centers will be responsible for the dissemination of the final product:

The Bureau of Adult Basic and Literacy Education Programs - AdvancE,
333 Market St., Harrisburg, PA 17126-0333

E. BODY OF REPORT

1) Statement of the Problem:

Adult basic education and literacy programs in Pennsylvania across the Commonwealth have felt the effects of federal welfare reform after March 3 of 1997. Many programs in the Commonwealth have clients that are on public assistance which includes cash, food stamps, and medical assistance. All providers have been affected , those who have welfare clients and those who do not, in terms of available funding and the finite pool of students. Programs that are willing to enter into cooperative efforts and with other providers who are not literacy providers and are flexible in their program development will have an advantage when adult education funds are dispersed. Program administrators and staff should be aware of welfare reform, at the federal and state levels, in order to plan for change proactively. Making sense of the changes is not an easy task. The manual, Welfare-to-Work: A Comprehensive Manual for Adult Literacy Providers will assist programs in understanding how adult literacy providers fit into welfare to work programs and will continue to serve as a resource to assist providers to connect with other providers and funding sources.

2. Goals and Objectives:

The goals and objectives of Welfare-to-Work: A Comprehensive Manual for Adult Literacy Providers were:

1) To enable adult literacy providers to understand welfare reform.

In order for adult literacy providers to accommodate the educational requirements for welfare recipients, a thorough understanding of the changes within the welfare system in absolutely essential.

2) To understand how an adult literacy provider can be a significant participant in the welfare reform arena

Before an adult literacy provider can establish educational programs that address the current welfare legislative changes, one must take an inventory of existing programs to assess if they adequately can address the needs of future requirement determined by welfare changes.

3) To assist adult literacy providers to connect with other providers and collaborate their efforts.

Education is typically only one element in a package of programs and services needed by welfare recipients . This manual will demonstrate how the implementation of collaboration with several agencies meets the needs of the welfare recipient.

4) To develop new curriculum models that integrate basic skills with the requirements of welfare reform.

Research suggested that combining work experience with upgraded basic skills, job development, and job readiness training will lead toward employment.

3. Procedures

The goals and objectives of this project are stated in the section of the final report immediately preceding the procedures section. After the goals and objectives were determined, the writers developed each objective in a comprehensive manner. Under each of the four objectives listed is information which directly explains each objective.

1) To enable adult literacy providers to understand welfare reform

A) Welfare reform legislation

B) TANF/Act 35

C) Funding Sources for Welfare Reform Legislation

D) Human Resources Investment Council

2) To understand how an adult literacy provider can be a significant participant in the welfare reform arena

A) Inventory for Administrators of Adult Literacy Programs

B) Current adult literacy programs that fit into welfare reform

C) List of Providers

3) To assist adult literacy providers to connect with other providers and collaborate their efforts.

A) Collaboration defined

B) Rationale for collaboration

C) Will Collaboration Work For You?

D) A Model Collaborative Effort

4) To develop new curriculum models that integrate basic skills with the requirements of welfare reform.

A) Rationale for inclusion of basic skills into welfare-to-work programs

B) Entry Level Job/Skill Requirements Table

C) Sample Syllabi and Course Outline and Competency Checklists

D) Vendors

E) Community Resources

4. Objectives Met:

Based on the objectives as stated in the grant written by Dr. Manuel Gonzalez and the four specific objectives listed in the final product, all objectives have been stated and met in the manual entitled Welfare-to-Work: A Comprehensive Manual for Adult Literacy Providers.

The general objective of this project was to produce a manual Welfare-to-Work: A Comprehensive Manual for Adult Literacy Providers and this objective was accomplished. The four specific objectives of this project have been fully developed within the contents of the manual and therefore the objectives have been accomplished also.

1) To enable adult literacy providers to understand welfare reform.

A. Welfare reform legislation - a synopsis of Pennsylvania Act 35

B. Temporary assistance for needy families (TANF/Act 35)

C. Funding Sources for Welfare Reform Programs

D. Human Resource Investment Council

2) To understand how an adult literacy provider can be a significant participant in the welfare reform arena.

A. An inventory for administrators of adult literacy programs - this inventory was developed as a result of interviewing several directors of current programs affected by welfare change. The purpose of this inventory is a self-assessment for literacy providers to assess the objectives of their program in light of welfare reform.

B. Current adult literacy programs that fit into welfare reform.

C. List of Providers

3) To assist adult literacy providers to connect with other providers and collaborate their efforts.

A. Collaboration defined - a thorough understanding of the definition and importance of collaboration is given.

B. Rationale for collaboration - research indicating the necessity for collaboration is included in this section.

C. Will collaboration work for you? - a self-assessment for adult literacy providers to help determine whether or not collaboration is an effective or plausible approach to successful programming.

D. A model collaborative effort - based on current Northampton Community College programs and possible future links in the community, a model visual presentation of collaboration was devised in order to demonstrate the complexity of this concept.

4) To develop new curriculum models that integrate basic skills with the requirements of welfare reform.

A. Rationale for inclusion of basic skills into a welfare to work program - research supporting the inclusion of basic skills suggests that the better a person is prepared in basic skills the more likely it is that he will stay off welfare.

B. Entry level job/skill requirement table - in order to determine exactly what basic skills were necessary for a job recipient to perform adequately on the job managers of various companies were questioned as to what expectations they would have for entry level positions within their companies.

C. Sample syllabi and course outline and competency checklist - the two syllabi included in this section of the manual reflect job specific requirements necessary to perform front office responsibilities in a medical office. These syllabi reflect the following information:

1. course description
2. course outline
3. outcomes and objectives
4. course activities
5. course materials
6. evaluation

D. Vendors - a thorough review of current companies that publish work related materials has been included in the manual.

E. Community resources - a guide enabling a literacy provider with a variety of community resources and contacts has been developed in the manual

5. Objectives Not Met - not applicable

6. Evaluation

Dr. Manuel A. Gonzalez, Director of Adult Literacy at Northampton Community College and the two writers/researchers were primarily responsible for the evaluation of this project. The internal evaluation of this project was accomplished by continual contact and discussions between Dr. Gonzalez and the writers. Dr. Gonzalez was readily available to discuss the progress and to suggest any changes that needed to be made. A team of coordinators and instructors from Northampton Community College's Adult Literacy

Department thoroughly reviewed the first draft with the writers and suggestions (additions, deletions) were considered and appropriate changes were made. The final copy was then reviewed again by the same committee for final approval.

7. Dissemination of Product

The following resource centers will be responsible for the dissemination of the final product:

The Bureau of Adult Basic and Literacy Education Programs - AdvancE,

333 Market St., Harrisburg, PA 17126-0333

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GLOSSARY OF ACRONYMS

ABE: Adult basic education. This term usually refers to low level, or pre-GED literacy.

ABLE: Adult Basic and Literacy Education.

AFDC: Aid to families with dependent children. Refers to the welfare entitlement program that was ended with the 1996 passage of the Personal Responsibility Act, and which provided aid primarily to single mothers and their children

AMR: Agreement of Mutual Responsibility. A written agreement between the case worker and the welfare client stating the steps he/she will take toward economic self-sufficiency.

BETP: Bureau of Employment Training Programs.

CAO: County Assistance Office

CJT: Customized Job Training

DOL: Department of Labor

DPW: Department of Public Welfare

ESL: English as a Second Language. English language instruction for non-native speakers

GED: General Educational Development. Widely understood as a high school equivalency diploma

HAO: Hispanic American Organization. A Lehigh Valley based organization that provides services to welfare recipients

HRIC: Human Resource Investment Council. A partnership between industry, workers, and government which will encourage integration of job-training and educational programs

JTPA: Job Training Partnership Act. Funds training programs for disadvantaged adults (including public assistance recipients (Title II) and dislocated workers (Title III)

NCC: Northampton Community College, Bethlehem, PA

NIL: National Institute for Literacy

OJT: On the Job Training

PAACE: Pennsylvania Association for Adult Continuing Education.

PIC: Private Industry Councils. Local dispenser of JTPA funds, this body must be composed of a majority of private sector employers.

PRWORA: Personal Responsibility and Work Opportunity Reconciliation Act. A comprehensive bipartisan national welfare system that requires work in exchange for time-limited assistance.

RFP: Request for Proposal

SDA: Service Delivery Area

SPOC - Single Point of Contact. A PIC welfare-to-work program developed to address the special needs of welfare clients having multiple barriers to employment.

TABE: Test of Adult Basic Education. A timed, standardized test commonly used for adults to measure literacy skills (reading, language and math)

TANF: Temporary Assistance for Needy Families. Under the 1996 Personal Responsibility Act, this aid, delivered to states in block grants, replaces AFDC. The assistance is provided for limited time periods only.

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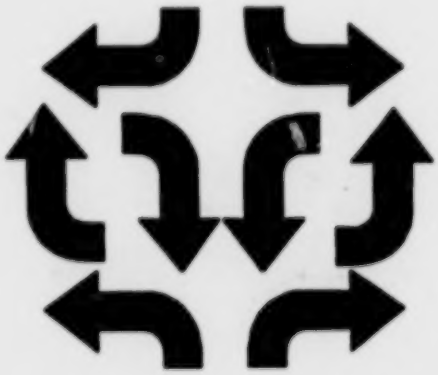
Welfare-to-Work

A Comprehensive Manual for Adult Literacy Providers

Project # 98-8018

Pennsylvania Department of Education



by

Maureen Cort

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1997-98

A COMPREHENSIVE MANUAL FOR ADULT LITERACY PROVIDERS

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MRS. NANCY KROUSE
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RESEARCH / WRITERS

JUNE 30, 1998

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WELFARE TO WORK
A COMPREHENSIVE MANUAL
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Governor Thomas J. Ridge stated on December 19, 1997 the following:

WHEREAS, the goals of Pennsylvania's workforce development system are:

(1) economic opportunity for all citizens;

(2) economic self-sufficiency and individual responsibility; and

(3) an educated workforce with relevant skills.

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PURPOSE OF THIS MANUAL

⇒ 1. **To enable** adult literacy providers to understand welfare reform.

⇒ 2. **To understand** how an adult literacy provider can be a significant participant in the welfare reform arena.

⇒ 3. **To assist** adult literacy providers to connect with other providers and collaborate their efforts.

⇒ 4. **To develop** new curriculum models that integrate basic skills with the requirements of welfare reform.

SECTION ONE

To enable adult literacy providers to understand welfare reform.

In order for adult literacy providers to accommodate the educational requirements for welfare recipients, a thorough understanding of the changes within the welfare system is absolutely essential.

⇒ A) Welfare Reform Legislation

⇒ B) Temporary Assistance for Needy Families (TANF/Act 35)

⇒ C) Funding Sources for Welfare Reform Programs

⇒ D) Human Resource Investment Council

A. WELFARE REFORM LEGISLATION

A synopsis of Pennsylvania Act 35

Welfare as our country has known it will never be the same. A lifetime of assistance is no longer an option. How will the reforms affect welfare recipients?

- Adults can receive a welfare check for a total of 5 years, or 60 months in a lifetime.

- Every recipient has certain hourly requirements ranging from 20 to 30 hours a week in order to maintain eligibility for cash assistance. Adults not working are required to complete an independent 8 week job search or a Job Search Workshop which hopefully will result in either full or part-time employment.

- Between 1997 and 2002, there will be changes in both the amount of time required for work and the definition of work. In terms of time, in 1997 and 1998, a recipient must work at least 20 hours for work to count towards the state's work requirement. In 1999, this increases to 25 hours per week, and from 2000-2002, recipients must work 30 hours per week.

- In order to continue receiving a welfare check after two years and if no work has been found, individuals will be required to do community service, on-the-job training, workfare, or another "approved activity."

- For a maximum of 12 months, a recipient can also use general and vocational education, English-as-a-second language, or job skills training to meet their work requirement. Recipients can continue their educational activities past 12 months as long as they meet their hourly requirement.

- Recipients and their caseworkers must sign an Agreement of Mutual Responsibility (AMR) that will outline the recipients plan to achieve self-sufficiency.

A question one must ask is how will these welfare reform changes impact adult education class enrollment? Welfare reform will limit the amount of time training would be available to clients and the kind of training that would be acceptable for clients. This, in turn, will impact adult education programs who count welfare recipients among their students. According to Mr. David Florey of the Department of Public Welfare (DPW), "It is important to understand the context, constraints, and pressures which both federal and state legislation, including the Fair Employment Standards Act and Act 35, have put upon us as it explains what otherwise might be described as irrational behavior." He explained that Act 35, which established the welfare reforms, specifies that persons applying for entry onto welfare roles must participate in an eight-week job-search program. "This," he stated, "is probably the reason why many of your (adult education) programs are underenrolled."

More information is available on the Internet at: **http://www.welfareinfo.org/**
which is the website for the Welfare Information Network.

B. TANF /ACT 35

This information was collected from conversations with local CAO caseworkers and Department of Public Welfare Program Monitors.

Temporary Assistance for Needy Families (TANF); Federal Welfare Reform Legislation

1. 25 hours per week of an approved work activity required by 10/1/98.
2. 30 hours per week of an approved work activity by 3/1/99.

Act 35 (Pennsylvania Welfare Reform Legislation) 3/3/97

1. During initial 24 months on cash assistance (after 3/3/97) 12 months of training is possible, but only after client completes 8 week job prep/search program.
2. A client can be in a 20 hour per week approved work activity. However, starting 10/1/98, a person involved in a 20 hour per week approved work activity will not count towards Pennsylvania's client participation rate and will result in a reduction in Pennsylvania's block grant.
3. Pennsylvania welfare cases, where two people are identified in the same household, have different hour requirements. These cases must have one participant in an approved work activity 35 hours per week, and if both people are participating, there must be a total of 55 hours per week.
4. Single Point of Contact (SPOC) clients have different hourly requirements, and have different activities that count as an approved work activity.

Approved work activities differ between TANF and Act 35. Hourly participation rates differ between TANF and Act 35. Different welfare reform programs in Pennsylvania (SPOC v. non-SPOC) vary in hourly requirements and approved activities. Providers must be aware of both sets of regulations, how they differ, and which set of regulations to defer to when dealing with clients. An outline of Act 35 - Welfare Reform Legislation 5/23/96-OPD can be found in the **APPENDIX.**

C. FUNDING SOURCES FOR WELFARE REFORM PROGRAMS

On August 22, 1996 President Clinton signed the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA) -"his pledge to end welfare as we know it." The key principles are:

- Welfare reform should help move people from welfare to work.
- Welfare should be a short-term transitional experience not a way of life.
- Parents should receive the child care and the health care they need to protect their children as they move from welfare to work.

In 1996 in order to meet these objectives, the federal government created the Temporary Assistance for Needy Families (TANF) block grant. TANF will provide $16.4 billion each year from 1997-2003.

In 1997, Congress authorized a new program of welfare-to-work grants. These grants amend TANF, but they are considered a separate program. The Department of Labor has the responsibility of administering the two year welfare-to-work programs. Three billion dollars was allocated to welfare-to-work grants for 1998-2000. Though the two programs are distinct, they have one common goal: MOVE THE INDIVIDUAL INTO EMPLOYMENT and KEEP THEM THERE! More information is available on the Internet at **http://wtw.doleta.gov**

To summarize:

Federal Welfare Funding

TANF		Welfare-to-Work	
16.4 billion	fiscal year: 1997-2003	3 billion	fiscal year: 1998-2000
all eligible participants	duration: 6 years	targets: hardest to serve	duration: 2 years

Funding for the **welfare to work** grants will be distributed as:

1. Block grants to states which will give states the flexibility to design TANF programs and develop their own strategies for achieving program goals.

2. According to a memorandum to Adult Basic and Literacy Education (ABLE) program providers dated Jan. 26, 1998 from Cheryl Keenan, Director of ABLE, adult education and literacy programs are eligible to apply in conjunction with a Private Industry Council (PIC) or local government.

Guidelines for these competitive grants were issued by the federal government's Department of Labor (DOL) in January 1998. Contact your local and state officials on the development of Pennsylvania's plan in order for your agency to become part of the program.

According to the Department of Labor Welfare-to-Work Office, the National Institute for Literacy (NIL) states that grants can be used for the following purposes:

- creating and subsidizing jobs for welfare recipients
- on the job training
- job placement
- support services that help people keep jobs
- contracts with public providers of job readiness, job placement, and post-employment services
- community service and work experience

Refer to Appendix for pamphlet entitled Commonwealth of Pennsylvania Inventory of State Funding for Adult Basic and Literacy Education Programs.

D. HUMAN RESOURCE INVESTMENT COUNCIL

The Human Resource Investment Council (HRIC) is the advisory board that Governor Ridge formed to enhance job training in Pennsylvania. HRIC is under the umbrella of Team Pennsylvania, which is a job-retention/job-creation initiative that includes business calling programs, a business resource network, export network, and a board of employers who will help attract job relocation and expansions in Pennsylvania.

This board forms a unique partnership between industry, workers, and the government which will encourage integration of job-training and educational programs. The goal of HRIC will be to provide Pennsylvania workers access to job-training programs within a user-friendly framework. During the first year, ten one-stop centers will be formed which will be a customer-friendly approach to training and career development.

Act 42 created an interagency coordinating council to move the delivery of adult basic education forward. Act 42 defines literacy as an individual's ability to read, write, and speak English, compute and solve problems at levels of proficiency necessary to function on the job and in society in order to achieve one's goals and develop one's knowledge and potential. An "eligible" adult is defined by Act 42 as 17 years of age, not enrolled in public or private secondary schools or post secondary schools. The council has as its mission - helping the Department of Education, Public Welfare, Labor and Industry, Commercial and Economic Development to coordinate a more comprehensive efficient delivery of literacy services.

SECTION TWO

To understand how an adult literacy provider can be a significant participant in the welfare reform arena.

Before an adult literacy provider can establish educational programs that address the current welfare legislative changes, one must take an inventory of existing programs to assess if they adequately can address the needs of future requirements determined by welfare changes. Following is a self-assessment of issues to consider before changing existing programs.

⇒ A) Inventory for Administrators of Adult Literacy Programs

⇒ B) Current adult literacy programs that fit into welfare reform

Before welfare reform came onto the horizon, many adult literacy programs were inundated with welfare clients. Providers traditionally created programs that met a few hours a week during the day to assist learners in receiving services. Some programs across the Commonwealth offered more hours per week, a few offering 20 hours a week of instruction. In the fall of 1997, many programs saw their numbers of students dwindle. Changes in program guidelines had to be made to reflect welfare requirements.

A comparison of existing welfare-to-work programs is included in the **APPENDIX** that follows Section Four of this manual.

1) Model Welfare-to-Work Programs
2) A Comparison of Current Educational Welfare-to-Work Programs

⇒ C) List of Providers

A list of program providers is included in the **APPENDIX**. This list includes information on program name, address, and contact person for each provider.

A. Inventory for Administrators of Adult Literacy Programs

1. Name of Your Program -

2. Funding Sources -

3. Objectives of Your Program -

   a. For the student -

   b. For the overall success of your program -

4. Description of Your Program.

   a. Role of the caseworker from your local CAO -

   b. Role of the case manager employed by your educational program (if the position exists)

   c. Responsibilities of the client/student in terms of commitment (ex. attendance) -

   d. Role of the service provider, if any, in recruiting -

   e. Content of the curriculum -

   f. Explain your process of data entry for students (ex. spreadsheet) -

g. What information do you record for each student (ex. pre and post test scores, educational goals)

h. Additional services offered to participants (ex. child care, transportation) -

i. Describe how your program receives approval from Bureau of Employment Training Programs (BETP) before a student can be referred -

5. Tracking Procedures After Completion -

6. Evaluation -

7. Continued Funding -

SECTION THREE

To assist adult literacy providers to connect with other providers and collaborate their efforts.

⇒ A) Collaboration Defined

⇒ B) Rationale for collaboration

Refer to the **APPENDIX** following Section Four of this manual for copies of transparencies used to display additional information regarding collaboration. The original transparencies were presented by Dr. David Manzo, Northampton Community College Program Coordinator, at the PAACE Mid-Winter Conference in Hershey, PA in February 1998.

⇒ C) Will Collaboration Work For You? (an administrator's self-assessment collaboration questionnaire)

⇒ D) A Model Collaborative Effort - (flowchart)

A. COLLABORATION DEFINED

Collaboration, in terms of adult education, is when two or more organizations combine their resources in order to meet an educational goal over time. It is a political process because it requires competitors to work together to meet this educational goal.

The concept of collaboration has specific meaning and specific criteria. The criteria for collaboration includes: jointly designed and monitored programs, combined resources, and joint decision-making process. It must be a win-win situation for all parties involved.

The organization that is interested in a collaborative effort must do an internal audit or inventory for traits that would help the collaborative effort succeed. These traits include:

1. System openness (the organization must be willing to accept and value ideas from sources outside)
2. Trust and commitment from all level of the organization.
3. Boundary Spanners (individuals who can successfully interpret the values and goals of all collaborating organizations, and express those values and goals verbally, written, and informally.
4. Compatible organizational cultures (the collaborators must be similar enough so that information, personnel and resources can flow among organizations with little trouble).
5. Fiscal operations compatibility.
6. Compatible community needs (the organization must do an environmental scan in order to assure that duplication of effort is avoided, and that community needs are being met).

If, after the inventory is completed, and it is determined that collaboration is possible, it is then time to search out partners. The partner(s) could be a community-based organization, business/industry, or it could be a government entity. A good example of a collaborative effort is School-to-Work. This collaboration has schools, businesses, and JTPA (Job Training Partnership Act) agencies working together.

B. RATIONALE FOR COLLABORATION

Not just any literacy or education program will succeed in raising welfare recipients' literacy skills or improving their employment or economic prospects; therefore, assigning welfare recipients to existing adult basic education programs appears to have little measurable effect on raising their literacy proficiencies. **Education is typically only one element in a package of programs and services needed by welfare recipients**. According to David Manzo DEd., Northampton Community College (NCC), the issue of collaboration is, "in my belief, going to be the major factor that will separate successful and thriving providers from those who merely survive or perhaps do not survive. A current element of a successful program is the implementation of collaboration to meet the needs of the welfare recipient. Collaboration is the process where different agencies are willing to work together for a common goal." For collaboration to be successful, the agencies must be willing to:

1. give up ownership of the program
2. participate in joint decision making
3. be willing to share resources

According to Dr. David Manzo, this could be an exciting time because of all the new alliances that can be formed among providers and funding sources. Also, it can be an exciting time in terms of program design and delivery. Adult education program providers who are not flexible in program planning, in terms of collaborative efforts and instituting "world of work" components into existing literacy programs, will have to battle with those providers who are willing to meet the coming changes with their own creativity.

In the March issue of "What's the Buzz?", Mr. David Florey recommends every ABLE program develop working relationships with JTPA/Private Industry Councils and get on the Department of Public Welfare bidders list for mailings of information about new funding programs (717) 787-4592. Mr. Florey suggests "Contact your local welfare offices to make sure they know who you are, and what services you offer."

An institution that is willing to participate in a collaborative effort is Northampton Community College. Northampton Community College has sought funding from sources other than the traditional funding from the Department of Education. NCC has searched out funding from private industry councils, the Department of Labor and Industry, and the Department of Public Welfare. NCC has also searched out partners in industry to provide customized job training (CJT), and short term training programs.

Northampton Community College has begun to offer welfare-to-work programs that are funded through a collaborative effort between Pennsylvania's Welfare Department and Labor and Industry. These programs like: UpFront, Project Connect, and Rapid Attachment are eight weeks in duration, divided between job preparation (resume writing, interviewing skills, etc.) and job search (working with job developers). (see **APPENDIX**: A Comparison of Current Educational Programs)

C. WILL COLLABORATION WORK FOR YOU?

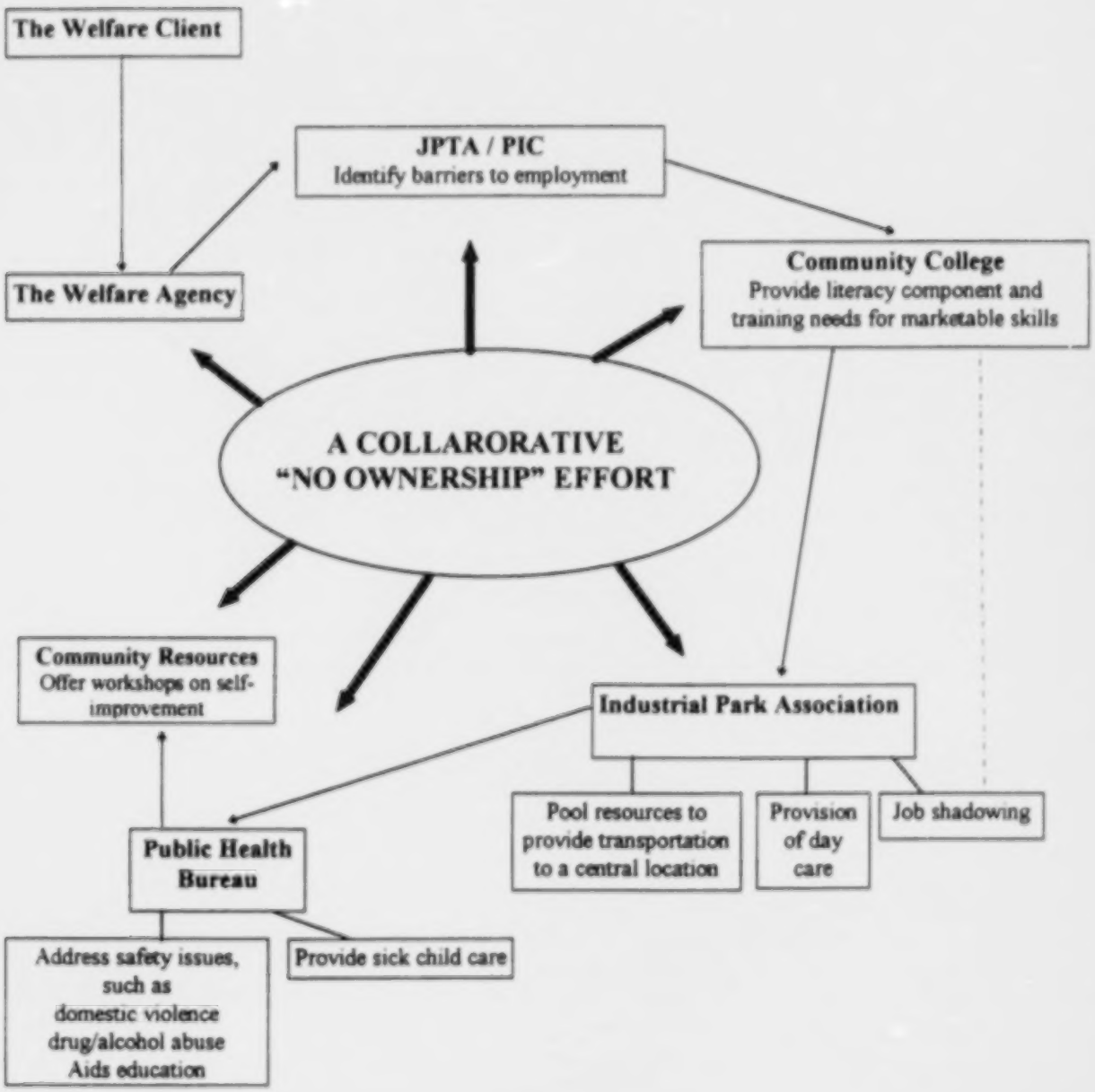
⇒ 1. Do I fully understand the concept of collaboration?

⇒ 2. What kind of collaborative efforts can I pursue in order for welfare recipients to receive my agency's educational programs?

⇒ 3. What kind of program models will be acceptable to funding sources that combine training, education, and work?

⇒ 4. How does my agency currently do business with other organizations?

D. A MODEL COLLABORATIVE EFFORT



SECTION FOUR

To develop new curriculum models that integrate basic skills with the requirements of welfare reform.

⇒ A) Rationale for inclusion of basic skills into welfare-to-work programs

⇒ B) Entry Level Job/Skill Requirements Table

⇒ C) Sample Syllabi and Course Outline and Student Competency Checklists

⇒ D) Vendors

⇒ E) Community Resources

A. RATIONALE FOR INCLUSION OF BASIC SKILLS INTO A WELFARE-TO-WORK PROGRAM.

According to an article published by the New York State Education Department, welfare recipients generally do not have the education or work readiness skills needed for long term success. The article suggests that statewide welfare programs enable educationally disadvantaged adults to obtain employment as quickly as possible and provide the necessary support services to keep and upgrade their employment. State and local policies should enable welfare recipients to pursue adult literacy, GED preparation, and other educational programs directly related to employment, including necessary support for training related expenses (child care and transportation). The New York State Education Department suggests adopting a broad definition of community service as an enriched work experience program that combines immediate labor market work experience with upgraded basic skills, GED preparation, English language instruction, employment strategies, job development, and or job readiness training leading toward employment.

Pennsylvania welfare-to-work programs originally did not provide a literacy component. However, in a revision of the initial plan, the Pennsylvania Department of Public Welfare has allowed program providers to provide four weeks of remedial education at the discretion of the program provider. According to the National Institute for Literacy, "One of the major underlying assumptions of the welfare to work program is "that a strong foundation of literacy and basic skills is critical to the successful transition to employment and self-sufficiency for AFDC parents-especially young parents." Studies suggest that the better a person is prepared with basic skills, the more likely he will stay off welfare.

When programs are tailored to the needs of participants, results are more encouraging. For example, participants in programs that linked basic skills instruction to occupational training or to other work experiences are more highly motivated to complete the program; furthermore, they "do achieve sizable gains in employment and earnings in future years."

In order to determine exactly what basic skills were necessary for a job recipient to perform adequately on the job, several managers of various companies were questioned as to what expectations they would have for entry level positions within their companies. A table summarizing the findings follows this rationale.

B. ENTRY LEVEL JOB/SKILL REQUIREMENTS

	Child Care	Library Assistant	Clerical / Office Assistant	Nurse Assistant	Light Industrial Production	Customer Service Representative *	Food Service **
Communication Skills/oral &written	•	•	•	•	•	•	•
Word Processing		•	•			•	
Filing - Alphabetizing		•	•			•	
Problem Solving	•	•	•	•	•	•	•
Time Management (prioritizing)	•	•	•	•	•	•	•
Proper Dress	•	•	•	•	•	•	•
Work habits and Attitudes	•	•	•	•	•	•	•
Nursing Skills				•			
Usage of equipment	•		•	•	•		
Medical Terminology			•	•			
Knowledge of clients rights	•		•	•			
Observation / Assessment Skills	•			•			
Basic Math	•	•	•	•	•	•	•
Product Knowledge	•	•			•	•	•
Interpersonal Skills	•	•	•	•	•	•	•
Reading Skills	•	•	•	•	•	•	•
Company Procedure	•	•	•	•	•	•	•

* bank teller, telemarketing, retail sales, interviewer
** waiter, waitress, busboy, server

C. SAMPLE SYLLABI AND COURSE OUTLINE

SPOC Medical Office Assistant Procedures
SPOC Medical Office Assistant Microcomputers

The following two syllabi reflect the job specific requirements necessary to perform front-office responsibilities in a medical office. The skills indicated under the heading "clerical/office assistant" on the Entry Level Job/Skill Requirements table are an integral component of the medical office assistant and medical office microcomputer curriculum. Following each included syllabi are student competency checklists that correlate to the syllabi.

COURSE TITLE: SPOC Medical Office Assistant Procedures

I. COURSE DESCRIPTION:

The primary purpose of the SPOC Medical Office Assistant Procedures Program is to prepare students to enter the job market with medical office skills, that will enable them to perform front-office responsibilities adequately and effectively. The program exposes the students to a working knowledge of the medical assistant. Students are taught medical terminology through defining the basic principles of medical words, and are introduced to Anatomy and Physiology. Through role play, students understand the responsibilities of a medical office assistant and the importance of maintaining a professional environment.

Students are tutored in reading, writing, math skills, and job hunting techniques. Preparation for advancement and job hunting techniques are the final phases of the program. The development of positive work attitude is stressed throughout, and encouraged through a working environment. Consequently, depending upon individual skills at completion, students will be competent to enter the work force.

II. COURSE OUTLINE:

1. Medical Office Procedures:
    - Medical Office Opportunities
    - Qualifications for Success
    - Medical Law and Ethics
    - Administrative Responsibilities
        - Telephone Procedures
            - Importance of the telephone
            - Telephone skills
            - Screening calls
            - Taking messages
            - Outgoing calls

- Telephone directories
- Telephone equipment

Appointments
- Setting up the schedule
- Appointment book
- Types of scheduling
- Guidelines for scheduling
- Registering arrivals
- Keeping to schedule
- Canceling appointments
- Next appointment
- Out of office appointments
- Completion of reports

Records Management
- Types of records
- Supplies and equipment
- Filing procedure
- Filing methods
- Completion of projects

Written Communications
- Processing incoming mail
- Preparing outgoing mail
- Composing correspondence

Financial Responsibilities
- Financial records

Job Hunting Preparation
- Resume Writing
- Cover letters

Preparation for Advancement
- First job
- Self-evaluation
- Certification

Patient Records
- Setting up
- Storing
- Filing
- Labeling

Handling Cash, Checks, and Payroll
- Banking
- Payroll

Managing Inventory
- Purchasing
- Inventory

Preparing for Patients

Working With Patients

Working in the Lab

2. Medical Terminology:

Introduction to prefixes and suffixes
Circulatory/Cardiovascular system
Respiratory system
Digestive/Gastrointestinal system
Urinary system
Reproductive system
Nervous system
Integumentary system
Endocrine system
Pharmacological terms
Hemic system
Lymphatic system
Miscellaneous words and medical specialties
Examination and surgery position of patient
Lab words referring to counting, amounts, and color staining of slides

Communication skills for this student are included in the other subjects in this course. They will learn and practice these skills throughout the program, as their instruction is more in-depth and their projects more involved. Quality work would not be possible without these skills.

III. OUTCOMES/OBJECTIVES:

The objective of the SPOC Medical Office Assistant Program is to prepare students to enter the job market with required office skills, that will enable them to carry out front-office responsibilities adequately and effectively. The program emphasizes the importance of professionalism in students' approach to employment and develops their confidence for

IV. COURSE ACTIVITIES:

Individualized tutoring, small-group teaching, lectures, quizzes, role play, examinations and practice sessions.

V. COURSE MATERIALS:

1. Basic Medical Terminology - J. Patrick Fisher - Fourth Edition
2. Third Edition Medical Terminology - Barbara Gylys and Mary Ellen Wedding
3. Harborside Medical Clinic: A Medical Typing Simulation - Patricia E. Seraydarian Ph.D.
4. Essential Equipment -
   computers, monitors, printers, paper, folders, notebooks, diskettes, and tape recorders

VI. EVALUATION:

1. Weekly written medical terminology tests
2. Monthly audio terminology tests
3. Weekly anatomy and physiology tests
4. Bi-monthly transcription tests
5. Monthly medical office procedure quizzes
6. In-class GED testing on math, reading, and literature

Students are further evaluated on their professionalism, their decision-making abilities, their team work, and their personal appearance.

STUDENT COMPETENCY CHECKLIST

SPOC MEDICAL OFFICE ASSISTANT - MEDICAL OFFICE PROCEDURES

	Requirement completed
Medical Office Procedures	
Medical Office Opportunities	_____
Qualifications for Success	_____
Medical Law and Ethics	_____
Administrative Responsibilities	
Telephone Procedures	_____
Importance of the Telephone	_____
Telephone Skills	
Screening calls	_____
Taking messages	_____
Outgoing Calls	_____
Telephone directories	_____
Telephone equipment	_____
Appointments	
Setting up the schedule	_____
Appointment book	
Types of scheduling	_____
Registering arrivals	_____
Keeping to schedule	_____
Canceling appointments	_____
Next appointment	_____
Out of office appointments	_____
Records Management	
Types of Records	_____
Supplies and equipment	_____
Filing procedure	_____
Filing methods	_____
Completion of projects	_____

Requirement completed

Medical Terminology

- Introduction to prefixes and suffixes _____
- Circulatory/Cardiovascular system _____
- Respiratory system _____
- Digestive/Gastrointestinal system _____
- Urinary system _____
- Reproductive system _____
- Nervous system _____
- Integumentary system _____
- Endocrine system _____
- Pharmacological system _____
- Hemic system _____
- Lymphatic system _____
- Miscellaneous words and medical specialties _____
- Lab words referring to counting, amounts, and color staining of slides _____

Requirement completed

GED Preparatory Skills

Language Arts

- Antonyms, homonyms, prefixes, suffixes _____
- Contractions, sentence completion _____
- Parts of speech, sentence completion _____
- Note taking, report/memo writing _____
- Proofreading, spelling, comprehension _____

Math

- Basic math facts _____
- Fractions, decimals, percent _____
- Charts & graphs, measurements _____
- Word problems, algebra, statistics _____
- Geometry _____

Transcription

Audio transcription of:

- Integumentary system _____
- Digestive system _____
- Cardiac system _____
- Endocrine system _____

COURSE TITLE: SPOC Medical Office Assistant Microcomputer Program

I. COURSE DESCRIPTION:

The primary purpose of the SPOC Medical Office Assistant Microcomputers Program is to prepare students to enter the job market with medical office skills, that will enable them to perform front-office responsibilities. The program exposes the students to a working knowledge of *Word Perfect 5.1* and *Computer Applications for the Medical Office: Medical Care Basic Management System*.

The curriculum introduces students to computer skills through hands-on experience, as they acquire the basic computer skills necessary to create documents, format text, merge text, and process their documents. Preparation for advancement and job-hunting techniques are the final phases of the program. The development of positive work attitude is stressed throughout and encouraged through a working environment. Consequently depending upon individual skills at completion, students will be competent to enter the workforce.

II. COURSE OUTLINE:

1. Keyboarding-Touch Typing:
   - The alphabet
   - Skill development
   - The numbers
   - Skills refinement

2. Microcomputer Applications:

   WordPerfect
   - WordPerfect basics and screen
   - Default/initial
   - The WordPerfect Template
   - Creating a business letter
   - Using the date feature
   - Accessing and using "list files"
   - Using express movement keys
   - Using the spell check and thesaurus
   - Underlining, double underlining, bolding
   - Formatting
   - Using the repeat key
   - Printing and viewing the text
   - Deleting codes
   - Moving/copying text
   - Searching/replacing text codes
   - Hyphenating

Outlining
Multi-page documents
Footing/endnoting
Moving text from one page to another
Merging and sorting and document assembly
Appending text
Creating text column and tables
Using graphics and attributes

3. Computer Applications for the Medical Office:
Medical Care Basic Management System:

Practice
General Information
File Status
Production analysis
Procedures
Diagnoses
Facilities
Referrals
Insurance companies

Patients
Patient and financial records

Billing and Collection
Computerized and non-computerized billing system
Maintaining accurate records
Collection processes originating in the office
Collection processes originating outside the office
Legal implications
Patient teaching considerations

Daysheet
Daysheet sign-on and menu
Daysheet entry and status
Production/ledger update

Advance Simulation
Adjustments
Charge and payments
Payments received during office visits
Participating in Medicare
Walk-out receipts

Insurance Processing
- Filling out a Health Ins. Claim Form
- Government-sponsored insurance
- CHAMPUS and CHAMPVA
- Other major insurance programs
- Superbills
- Claim rejection
- Follow-up to claims processing
- Secondary insurance billing

Producing Reports, Statements, and Insurance Claims
- Production Analysis
- Ledger analysis
- Aging and insurance forms
- Support menu

III. OUTCOMES/OBJECTIVES:

The objective of the SPOC Medical Office Assistant Program is to prepare students to enter the job market with the required office skills that will enable them to carry out front-office responsibilities adequately and effectively. The program emphasizes the importance of professionalism in students' approach to employment, and develops their confidence for future employment opportunities. Of primary importance are positive job attitude, good work ethics, the necessity of education and continuance of skills acquisition.

IV. COURSE ACTIVITIES:

Individualized tutoring, small-group teaching, lectures, quizzes, role play, examinations, and practice sessions.

V. COURSE MATERIALS:

1. Learning WordPerfect 5.0 + 5.1 - D.D.C. Publishing
2. Computer Applications for the Medical Office: Medical Care Basic Management 3. System - Barbara A. Gylys
3. Touch Typing
4. OPAC Typing Tutor
5. Gregg College Typing
6. Essential Equipment -
   a. computers, monitors, printers, paper, folders, notebooks, diskettes, and tape recorders

VI. EVALUATION:

1. Twice weekly OPAC typing tests with documented speed and accuracy
2. Weekly medical application tests
3. Weekly WordPerfect tests, simulating an interview environment

Students are further evaluated on their professionalism, their decision-making abilities, their team work, and their personal appearance.

STUDENT COMPETENCY CHECKLIST

SPOC MEDICAL OFFICE ASSISTANT - KEYBOARDING & MICROCOMPUTERS

Typing Speed: _____WPM

Keyboarding:

	Requirement completed
The alphabet	_____
Development	_____
The numbers	_____
The symbols	_____
Correspondence	_____
Reports	_____
Tables	_____
Skills refinement	_____

Microcomputer Applications:

	Requirement completed
WordPerfect	
WordPerfect basics and screen	
Default/initial	_____
The WordPerfect Template	_____
The help feature	_____
Saving existing and retrieving a document	_____
Creating a business letter	_____
Using the date feature	_____
Accessing and using "list files"	_____
Using express movement keys	_____
Using spell check and thesaurus	_____
Underlining, double underlining, and bolding	_____
Formatting	_____
Using the repeat key	_____
Printing and viewing the text	_____
Deleting codes	_____
Moving/copying text	_____
Searching/replacing codes	_____

Written Communications
- Processing incoming mail _____
- Preparing outgoing mail _____
- Composing correspondence _____

Financial Responsibilities
- Financial records _____
- Job Hunting Preparation _____
  - Resume Writing _____
  - Cover Letters _____

Preparation for Advancement
- First Job _____
- Self-Evaluation _____
- Certification _____

Patient Records
- Setting up _____
- Storing _____
- Filing _____
- Labeling _____

Handling Cash, Checks, and Payroll _____
- Banking _____
- Payroll _____

Managing Inventory
- Purchasing _____
- Inventory _____

Preparing for Patients _____

Working with patients _____
- Hyphenating _____
- Outlining _____
- Multi-page documents _____
- Footing/endnoting _____
- Moving text from one page to another _____
- Document assembly _____
- Appending text _____
- Creating text column and tables _____
- Calculating columns _____
- Using graphics and attributes _____

Medical case Basic Management System
Understanding and Using a Computer

Practice
- a. general information _____
- b. file status _____

c. production analysis _____
d. procedures _____
e. diagnoses _____
f. facilities _____
g. referrals _____
h. insurance companies _____

Patients

a. patient and financial records

Billing and collections

a. computerized and noncomputerized billing system _____
b. maintaining accurate records _____
c. collections processes originating outside the office _____
d. collection processes originating in the office _____
e. legal implications _____
f. patient teaching considerations _____

Daysheet

a. daysheet sign-on and menu _____
b. daysheet entry 2-7 _____
c. production/edge update _____
d.daysheet entry 1 and status _____

Advanced simulations

a. simulations _____
b. charge and payments _____
c. payments received during office visits _____
d. participating in Medicare _____
e. walk-out receipts _____

Insurance proceeding

a. filling out a Health Insurance Claim form _____
b. government-sponsored insurance _____
c. CHAMPUS and CHAMPVA _____
d. other major insurance programs _____
e. superbills _____
f. claim rejection _____
g. coding systems _____
h. follow-up to claims processing _____
i. secondary insurance billing _____

Producing reports, statements, and insurance claims

a. production analysis _____
b. ledger analysis _____
c. aging of accounts _____
d. statements and insurance forms _____
e. support menu _____

D. VENDORS

Following is a list of vendors (companies) who publish pertinent workforce materials which complement the skills that correlate to specific jobs listed in the curriculum section. In order to facilitate ordering materials for welfare-to-work programs, information included after a company's name is:

1. address
2. telephone, e-mail, fax numbers when available
3. names of particular series for workforce related materials

Cambridge Adult Education
3450 Equity Drive
P.O. Box 2649
Columbus, OH 43216
Telephone: 1-800-Adult-Ed

Read to Work Series
- Service & Retail
- Agriculture
- Health Occupations
- Technology
- Trade and Industry
- Business

Cambridge Workplace Success Series
- Applied Communication Skills
- Applied Math Skills

The Janus Employability Skills Program
- Job Planner
- Job Application File
- Job Interview Guide
- Job Interview Practice Pact
- Get Hired! Finding Job Opportunity
- Don't Get Fired! How to Keep a Job
- Payday! Managing Your Paycheck
- Employability Skills Program Teacher! Guide & Resource

Contemporary Books, Inc.
4255 West Touhy Avenue
Lincolnwood, IL 60646-1975
Telephone: 1-800-621-1918
Fax: 312-782-7462

Get That Job Series
- Finding Job Openings
- Job Hunting with the Telephone
- Writing Letters or Resumes
- Filling Out Job Application Forms
- Getting Ready for Interviews
- Using a Job Planner
- Your Work Experience Inventory
- Your Basic Skills Inventory

Workmatters Series
- Personal Resources
- Human relations on the job
- Career Exploration
- Workplace Skills
- Job Search

Essential Skills for the Workplace
- Obtaining Information and Using Resources
- Using Forms and Documents
- Building Workplace Competencies
- Improving Workplace Performance

Skills That Work
- Math Skills That Work
- Reading Skills That Work
- Communication Skills That Work

You're Hired: An Activity Based Employment Program
- Charting Your Career Path
- Getting the Right Job

Ready to Work: Winning the Job Game

Work-wise - Tactics for Success

CTB MacMillan/McGraw Hill
20 Ryan Ranch Road
Monterey, CA 93940-5705
Telephone: 1-800-538-9547
Internet www.ctb.com

TABE Workplace Series

Assessment of adults' reading, mathematics, and language skills within the context of occupational categories.

4 Forms - Assesses 1. workplace reading
2. language
3. math foundation skills

Three of the forms present questions and situations within the context of a specific workplace environment: Health, Trade/Technical, Business/Office

The fourth form - general - covers a variety of work contexts.

Glencoe/McGraw Hill
P.O. Box 508
Columbus, OH 43216
Telephone: 1-800-334-7344

Glencoe's Occupational Adult Learning Series (GOALS)

- Automotive Trades
- Construction Trades
- Electricity and Electronics Technology
- Health Occupations
- Office Technology

(Each area has three distinct components: math, reading, and knowledge base)

Jist Works, Inc.
720 N. Park Ave.
Indianapolis, IN 46202-3431
Telephone: (317) 264-3720
Fax 317-264-3709
e-mail: JISTWORKS@aol.com

- Getting the Job You Really Want
- The Very Quick Job Search
- The Quick Resume & Cover Letter Book
- The Quick Interview & Salary Negotiation Book
- How to Get a Job Now!
- The Right Job for You
- The Work Book
- A Young Person's Guide to Getting and Keeping a Good Job
- America's 50 Fastest Growing Jobs
- America's Top Job's for College Graduates
- America's Top Job's for People Without College Degrees
- America's Top Office, Management, Sales, & Professional Jobs
- America's Top Medical, Education, & Human Services Jobs

New Readers Press
U.S. Publishing Division of Laubach Literacy
Dept. S96 P.O. Box 888
Syracuse, NY 13210-0888
Telephone: 1-800-448-8878
Fax: 315-422-5561

Workplace Series

- Workplace Dynamics
- English At Work
- Workplace Basics
- Job Search Education
- How to Be a Success at Work
- Survival Writing Skills
- More Than a Job
- Job Survival Skills
- Speaking Up at Work
- The Working Experience
- Critical Reading For Work

Steck-Vaughn Co.
P.O. Box 690789
Orlando FL 32819-9998
Telephone: 1-800-531-5015
Fax: 1-512-343-6854

The Integration Series

- Career Interests
- Communication Skills
- Mathematics Module
- Problem Solving
- Entreprenureship Module
- Employability Skills
- Surviving a Layoff
- Job Hunting Handbook
- Getting Started With Computers
- Workplace Job-Specific Skills Program
- Necessary Skills for the Workforce
- Mathskills for the Workforce
- Workforce - Building Success
- Learning 100

Walch Publisher
321 Valley Street
P.O. Box 658
Portland, ME 04104-0658
Telephone: 1-800-341-6094

Job Skills - Employability Series

- Build Yourself a Resume
- Finding a Job is a Job
- Employment Interview Activity Packet
- Forms and You
- Bridges

Workplace Skills - Job Skills

- I Need to Get Along with Different Types of People
- Manners on the Job
- 150 Ways to Keep Your Job
- Survival Writing Skills in the Workplace
- Survival Vocabulary Stories
- Spelling and Vocabulary Lessons from the World of Work
- Get Your Point Across
- Survival Skills in the World of Work
- Better Reading for Better Jobs
- Better Writing for Better Jobs
- Telephone Management Activities

Workplace Series

- Getting Started
- Problems in the Business & Office
- Problems in Construction
- Problems in Manufacturing

E. COMMUNITY RESOURCES

There are numerous profit and nonprofit organizations that provide training and education services around the nation. These organizations can provide education and training to welfare recipients through contract and referral arrangements with welfare agencies. Community colleges are a major source of adult education and vocational training. Check your local yellow pages under School, and look for subcategories such as Business and Secretarial, Industrial, Technical and Trade, Medical and Dental Assistants and Technicians, and Universities and Colleges. Agencies listed under Social Services Organization may also provide training and education services.

The **Center for Humanistic Change** located in Bath, Pennsylvania is an example of an agency which offers a variety of educational and training workshops which can be tailored to meet the needs of the workshop participants. Following is a list of topics that the Center for Humanistic Change offers that might be applicable to the welfare-to-work client to help insure successful employment. These topics could be incorporated in a welfare-to-work curriculum.

Group dynamics

Conflict management

Team building

Assertive skills for work

Listening and communication skills

Stress management

Balancing work and home

Time management workshops

Self-esteem

APPENDIX

1. Act 35

2. Commonwealth of Pennsylvania Inventory of State Funding

3. Model Welfare-to-Work Programs

4. Comparison of Current Educational Welfare-to-Work Programs

5. List of Providers

6. Copies of Transparencies on Collaboration

1. Outline

Act 35
Welfare Reform
Legislation
5/23/96 - OPD
(As Enacted into Law on 5/16/96)

Section 401-- Legislative Intent

- Changes the current public assistance system from an entitlement program - requiring simple income eligibility -- to a system that promotes self-sufficiency through work.

Section 402 -- Definitions

- Adds definitions to the current Public Welfare Code. Specifically defines work activities that will be required by recipients (subsidized employment, community service, job readiness/preparation, job search, job skills training, on-the-job training, vocational education, work experience, workfare, single point of access employment and training, rapid attachment to the work force, general education).

Section 403 -- Uniformity in Administration of Assistance

- Adds to existing authority of the department to establish uniform eligibility and program requirements for state and federal public assistance -- authorizes the department to apply for waivers to establish uniform eligibility and requirements for state and federal public assistance programs.

Section 405 -- Regulations for Employment, Work-related activities and Training

- Replaces the existing community work program with an employment, work-related and training program. Authorizes the Department to establish rules, regulations and standards for the administration of the required work and work-related activities for recipients of public assistance.

Section 405.1 -- Establishment of the RESET (Road to Economic Self-Sufficiency Through Employment and Training) Program.

- Replaces the existing work registration program with an employment and training program.
- Every recipient must work in order to maintain eligibility for cash assistance.
- Recipients not employed for an average of 20 hours per week, must participate in a work-related activity.
- Individuals exempt from the work and work-related activity requirement are: individuals unable to work due to a disability; individuals that do not have available child care; and individuals under the age of 18 -- they will be required to be in high school or GED program.
- Individuals failing to accept employment or participate in a work activity will be penalized or in some cases be ineligible for assistance.

- Individuals required to participate in a work activity must do an initial independent 8-week job search. If employment does not result from job search, required work-related activities will be determined.
- General education, English as a second language, vocational education and job skills training will be limited to 12 months. For individuals between the ages 18-21, their participation in a high school diploma or GED program will satisfy their work requirement for up to 24 months.
- After a recipient has received assistance for 24 months, consecutive or not, he/she will be required to work an average of 20 hours per week - their work activities will be limited to; work, subsidized employment, work experience, community service, on-the-job training or workfare.
- Exempt individuals will be required to fulfill work requirements as follows: individuals will have an eight-week grace period to find work if the disability ceases after 22 months of assistance; individuals will be required to work as soon as child care is available; and individuals under 18 must fulfill the work requirement upon attainment of age 18.
- Failure to meet 20 hour work requirement will result in ineligibility for assistance -- good cause exemptions will be established.

Section 405.3 -- Responsibilities and Obligations of the Department and Recipients

- Strengthens the responsibilities and obligations section by establishing an agreement of mutual responsibility between the client and County Assistance Office caseworker.
- As a condition of eligibility for cash assistance, each recipient will be required to sign an Agreement of Mutual Responsibility (AMR) that will outline the recipients plan to achieving self-sufficiency.
- Conditions of the AMR include (conditions of AMR will vary for recipients):
  - Meeting work and work-related activity requirement, including education;
  - Cooperating in the determination of paternity and the enforcement of child support obligations;
  - Ensuring that their dependent children attend school and pursue a high school diploma or its equivalent;
  - Ensuring that their dependent children are immunized, health screened and
  - receiving necessary prenatal and medical care;
  - Meeting education and parenting requirements;
  - Meeting conditions of being substance-free through participation and compliance with substance abuse treatment program;
  - Meeting payments for day care provided for their children;
  - Fulfilling all payment obligations of support services.
- Individuals failing to enter into an AMR will be ineligible for assistance.
- Individuals failing to meet the requirements of the AMR will be penalized.

Section 405.5 -- Grant Diversion

- Adds a new section to the Public Welfare Code that authorizes the Department to convert cash and food stamp assistance into a subsidy to an employer to give to a recipient in the form of a wage.
- Grant diversion is limited to 12 months.
- Within the first six months of employment, an employer will be reimbursed the lesser of:
  - The total of the recipient's cash assistance plus food stamp assistance; or months of employment, an employer will be reimbursed the lesser of:
  - Fifty percent of the employer's share of Social Security taxes, unemployment insurance and worker's compensation premiums, paid on behalf of the recipient and the wages paid to the recipient up to the state minimum wage.
- In the next six months of a recipient's employment, the employer reimbursement may be to the lesser of:
  - The total amount of the recipient's cash assistance plus food stamp
  - assistance; or
  - Twenty-five percent of the employer's share of Social Security taxes, unemployment insurance and worker's compensation premiums, paid on behalf of the recipient and the wages paid to the recipient up to the state minimum wage.
- Establishes wage equity and protections against discrimination.
- Recipients must be scheduled for a minimum of 20 hours per week.
- Established limits on the number of recipients an employer can hire.

Section 408 -- Meeting Special Needs; Work Supports and Incentives

- Strengthens existing special needs section by authorizing the Department to provide day care and transportation services to help people go to work.

Section 432 -- Eligibility

- Changes the current eligibility criteria for recipients of state public assistance.
- Establishes the criteria for eligibility for General Assistance -- eligibility would be limited to: disabled individuals waiting for approval for SSI; individuals up to age 21 who are attending secondary school; two-parent families with children under thirteen, or older if the child has a verified disability; individuals with a disability that precludes them from work; a nonparental caretaker of a child under thirteen or another person; pregnant women whose pregnancy has been medically certified; and domestic violence victims.
- Individuals who have another adult in the household who is capable of providing the care without general assistance will be ineligible.
- Individuals who have a substance abuse problem and are participating in treatment will only be eligible if their condition precludes them from employment.
- Families receiving AFDC and residing in the Commonwealth for less than 12 months will receive assistance at a level from their former state or Pennsylvania, whichever is less.

- Felons and misdemeanor offenders that are in compliance with all terms of their probation and parole would be eligible for assistance.
- Minor parents, under the age of 18, will be required to live with parents, relatives or in an adult supervised setting as a condition of eligibility for assistance. Certain exemptions will apply.
- The state will provide a one-time allowance to transport both mother and child to an approved living arrangement.
- Individuals ineligible for GA (General Asisstance) or MA (Medical Assistant) shall be ineligible for assistance offered by the counties.

Section 432.3 -- Failure to Comply with Employment and Work-Related Activity

- Replaces the existing penalties for the work registration program with penalties and sanctions for failure to meet work and AMR requirements.
- First violation for failure to work or participate in a work related activity will result in the individual's ineligibility for assistance for thirty days and continue until recipient is in compliance -- children will continue to receive benefits.
- Second violation for failure to work or participate in a work-related activity will result in the individuals' ineligibility for assistance for sixty days and continue until recipient is in compliance -- children will continue to receive benefits.
- Third violation for a failure to work or participate in a work-related activity will result in the individual's ineligibility for assistance -- children will continue to receive benefits.
- If the violations occur after 24 months of receiving assistance, the violations will apply to the entire family.
- If an individual voluntarily, without good cause, reduces earnings by not working 20 hours per week, their cash grant will be reduced by the dollar value of the income that would have been earned by working.

Section 432.4 -- Identification and Proof of Residence

- Changes the residency requirement for GA eligibility from 60 days to 12 months. Families receiving must be residents in the Commonwealth for at least 12 months prior to becoming eligible for GA.
- Exemptions for individuals escaping abusive living situations will continue to apply.

Section 432.5 -- Resources

- Changes the resource exclusion section by eliminating the equity value on a motor vehicle for recipient families -- families will be allowed to have one motor vehicle disregarded from eligibility determinations.

Section 432.6 -- Support from Legally Responsible Relatives

- Changes the existing procedures for recipients to establish paternity and support.
- Authorizes the department to deny assistance until the Domestic Relations Section (DRS) of the court has certified that the applicant has cooperated in determining paternity and establishing support.

- Authorizes the Department to waive the requirement of personal appearance in family court if another procedure is as efficient and effective.

Section 432.7 -- Determination of Paternity and Enforcement of Support Obligations

- Strengthens existing paternity establishment procedures by shifting the burden of proof of cooperation from the department to the recipient.
- Authorizes the department to exercise good cause exemptions.
- Cooperation is defined as:
  - Identifying the parents of any child for whom assistance is being sought, including appearing for genetic testing;
  - Keeping scheduled appointments with the department or DRS;
  - Providing truthful and accurate information and documents requested by the department and DRS;
  - Signing and returning any forms requested by the department or the DRS;
  - Appearing as a witness and providing testimony at judicial and other hearings as requested by the DRS;
  - Paying to the department any support payment received directly from an absent parent after an assignment of support has been made.
- Failure of the mother to identify the father shall create the presumption of noncooperation that can only be rebutted by clear and convincing evidence.
- $50 pass-through will continue as long as required by federal law.

Section 432.7A -- Protective Payments

- Strengthens existing protective payment procedures by authorizing the department to make individuals ineligible for failure to cooperate and impose a protective payment plan for all other individuals in the family.
- Provides for a hearing and appeals process -- at the discretion of the DRS to conduct such hearings.

Section 432.12 -- Determination of Need

- Changes existing income disregard formula from 33 1/3% to 50%.
- Authorizes the department to change the disregard subject to the availability of federal and state funds.

Section 432.19 -- Verification of Eligibility

- Requires all conditions of eligibility to be verified or predetermined for eligibility.
- Changes the existing verification of eligibility period from 15 to 30 days.

Section 432.22 -- Aliens

- Non citizens of the United States will be ineligible for assistance unless specifically required by federal law.

Section 434 -- Diminishment of Welfare Payment

- Recipients utilizing their assistance checks at gambling casinos, racetracks, bingo halls or other establishments will have their assistance check diminished by the amount the recipient obtained at these establishments.

Section 442.1 -- The Medically Needy; Determination of Eligibility

- Changes the current eligibility criteria for medically needy only (MNO) assistance.
- Individuals must reside in the state for 90 days prior to being eligible -- exemptions exist for individuals receiving federal MA.
- Individuals eligible for MNO will include:
  - Individuals under the age of 21;
  - The parent of a dependent child under the age of 21;
  - Individuals age 59 and older;
  - Refugees for whom federal financial participation is available;
  - Pregnant women;
  - Individuals receiving Social Security disability benefits or who have been referred to the Social Security Administration for determination of eligibility for Supplemental Security Income (SSI) or is under review for Social Security disability;
  - Individuals with verified employment of at least 100 hours per month and earning at least minimum wage.
- Consolidates the period of eligibility into one six month period of eligibility (3 month retroactivity).

Section 448 -- Medical Assistance Deductible

- Requires recipients of GA and GA-MNO to be responsible for a $150 deductible each fiscal year for medical assistance compensable ambulatory surgical center services, inpatient hospital services or out-patient hospital services, excluding laboratory and x-ray services.

Section 449 -- Medical Assistance Pharmacy Services

- Requires any managed care entity under contract with the Department to contract on an equal basis with any pharmacy qualified to participate in the MA program that is willing to comply with the managed care entity's pharmacy rates and terms and to adhere to the entity's quality standards.

Section 481 - False Statements; Investigation; Penalty

- Strengthens existing penalties for individuals exercising fraud to receive assistance.
- Individuals (GA or AFDC) recipients) found guilty of fraud shall be ineligible for assistance as follows:
  - First offense, shall result in ineligibility for assistance for six months;
  - Second offense, shall result in ineligibility for assistance for 12 months;
  - Third offense, shall result in permanent disqualification.

Section 18 -- Appropriations

- Appropriates money from the General Fund to DPW to administer programs.

Section 19 -- Waivers

- Within 90 days of effective date, requires the Department to submit waivers to the appropriate federal agency.

Section 20 -- Notice of Waiver Approval

- Upon receipt of federal waiver approval, the Department is required to submit notification of approval to the Legislative Reference Bureau for publication in the PA Bulletin.

Section 21 -- Notification of Regulations

- The Department is required to promulgate final-form regulations for implementing Work (Section 405.1), Agreement of Mutual Responsibility (Section 405.3), Work Supports (Section 408), Sanctions (Section 432.3), Establishing Support from Relatives (432.6), and Determination of Paternity (Section 432.7).

Section 22 -- Repeal of Appropriations

- Repeals certain state appropriations.

Section 23 -- Effective Dates

- The following sections of the bill will be effective October 1, 1996: Work (Section 405.1), Agreement of Mutual Responsibility (Section 405. 3), Grant Diversion (Section 405.5), Residency requirement for AFDC (Section 432(5)(ii), Sanctions for Failure to Comply with Work (Section 432.3), Resources (Section 432.5), Income Disregard (Section 432.12), and Medical Assistance Deductible (Section 448).
- The rest of the bill will be effective immediately.

2. COMMONWEALTH OF PENNSYLVANIA

INVENTORY - OF- STATE FUNDING - FOR - ADULT BASIC - AND - LITERACY EDUCATION - PROGRAMS 1997 - 1998

ADULT LITERACY TASK FORCE

The Pennsylvania Business-Education Partnership (formerly Pennsylvania 2000) is a statewide coalition of business, education and government leaders working together to improve the quality of education in the Commonwealth. The Partnership's Adult Literacy Task Force focuses statewide attention on adult literacy to increase economic productivity and the ability of parents to help their children learn.

To guide its efforts, the Adult Literacy Task Force adopted the National Literacy Act definition of literacy as the ability to use information to function in society, to achieve one's goal, and to develop one's knowledge and potential.

This updated Inventory has been developed by the Task Force to provide information on funding for adult basic and literacy education programs. By having access to this information, we hope literacy service providers will have a better understanding of federal and state resources available through the Commonwealth of Pennsylvania to support adult literacy programs.

Other publications of the Task Force include:

- Adult Literacy Gap Analysis and Guiding Principles
- Development of Calls to Action

For further information about the effort of the Pennsylvania Business-Education Partnership Adult Literacy Task Force, please contact:

Richard Torbert
(215) 546-3269

JoAnn Weinberg
(215) 474-1-CFL

COMMONWEALTH OF PENNSYLVANIA
Adult Basic and Literacy Education Programs
FY 1997-1998

	DEDICATED FUNDS*
Department of Education	
State Adult Literacy Education Grant	$ 8,108,024
Literacy Corps	627,926
Federal Adult Education Act	15,662,923
Correction Education Program	8,180,000
Total:	**32,578,873**
Department of Community and Economic Development	
Community Services Block Grant	242,220
Neighborhood Assistance Act	75,300
Total:	**317,520**
Department of Public Welfare	
Literacy Demonstration Project	1,500,000
Total:	**1,500,000**
TOTAL COMMONWEALTH FUNDING:	**34,396,393**

OTHER FUNDING STREAMS

	OTHER FUNDS*
Department of Education	
Even Start	4,186,401
Job Training Partnership Act- State Education Grant	2,586,714
Library Services & Technology Act	Not Available
Total:	**6,773,115**
Department of Community and Economic Development	
Federal Appalachian Regional Commission funds	485,000
Customized Job Training	18,000,000
Job Link Program	2,500,000
Business Quality Partnership	250,000
Total:	**21,235,000**
Department of Labor and Industry	
Job Training Partnership Act	
Title II-A Adult	39,717,704
Title II-B Summer Youth	36,804,007
Title II-C Youth	5,556,705
Title III Dislocated Workers	47,736,539
Total:	**129,703,955**

Department of Public Welfare

RESET (funds no direct services)	
Joint Jobs Initiative composed of	
Single Point of Contact funds	41,403,087
Rapid Attachment to the Workforce	11,800,000
Community Solutions	Not Available
Total:	**53,203,087**

TOTAL COMMONWEALTH FUNDING: 210,915,157

*Funds ***may*** be used for Adult Basic & Literacy Education, but specific levels of funds are not designed for this purpose.

ADULT BASIC AND LITERACY EDUCATION PROGRAMS
NUMBER OF ADULTS SERVED
FY 1996-97

	DIRECT SERVICES	ADJUNCT SERVICES*
Department of Education		
State Adult Literacy Education Grant	18,237	44,531
Literacy Corps		1,085
Federal Adult Education Act	32,971	
Even Start Family Literacy Program	2,117	
Job Training Partnership Act-State Education Grant	4,136	
Correction Education Program	2,500	
Library Services and Construction Act		0
TOTAL	**60,051**	**45,616**
Department of Community and Economic Development		
Appalachian Regional Commission		X
Community Services Block Grant	15,526	
Neighborhood Assistance Act	398	
TOTAL	**15,924**	
Department of Public Welfare		
RESET		40,905
Joint Jobs Initiative	9,136	
Literacy Demonstration Project	5,663	
TOTAL	**14,799**	**40,905**
GRAND TOTAL	**90,774**	**86,521**

*Adjunct services include, as examples, transportation, child care, tutor training, staff development and instructional materials.
X denotes services provided, but number of adult learners served is not available.

COMMONWEALTH OF PENNSYLVANIA

Adult Basic and Education Programs Supported by Commonwealth Agencies

SUMMARIES

Department of Education

The Adult Literacy Act supports more than 140 community and school based literacy and basic education programs. The program's state authorizing statute, Act 143 of 1986, establishes priorities for adults with low grade level attainment, particularly grades 0 to 4; for the economically disadvantaged; and for tutor training. The announcement of availability of funds and application procedures are disseminated each year in mid-winter and funding decisions are made in the spring before the start of the program year on July 1. For Program Year 1997-1998, $7,108,024 was allocated for the support of these programs. During Program Year 1996-1997, these funds were used to provide direct services to 18,237 adult students. An additional $1,000,000 Adult Literacy Act funds was allocated to the Department of Labor for support of **SPOC** literacy programs which provided adult literacy services to an additional 5,663 students (See Department of Public Welfare). **Number of adults receiving literacy services during 1996-97: 18,327.**

The **Pennsylvania Literacy Corps** is a state funded program designed to promote lifelong involvement in community service by providing college students the opportunity to work with an adult basic education or literacy agency as part of a college course which is focused on community social issues. The student performs 40 hours of service and receives training and practical experience which counts as credit for a portion of the college course. The grants are awarded on a competitive basis to support collaborative efforts between an adult basic education or literacy provider and a college or university. Twenty-one grants were awarded to support programs for Program Year 1997-1998. The application cycle for these grants starts in January each year with the announcement of the availability of funds. **Number of adults receiving literacy services during 1996-97: 1,085.**

The **Adult Education Act** is a federal adult basic education program which supports an array of activities to improve adult basic education and literacy. At present, more than 180 community and institutional agencies receive federal support through Adult Education Act grants. These agencies operate over 400 separate program activities. This federal act also provides for funds to support staff development activities and special research and demonstration projects such as the development of innovative practices. The announcement of the availability of funds and the application procedures are disseminated each year in mid-winter and funding decisions are made in the spring before the start of the program year on July 1. For Program Year 1997-98, $15,662,923 was allocated for the conduct and administration of programs. **Number of adults receiving literacy services during 1996-97: 32,971.**

Point of Contact: Cheryl Keenan, Director
Bureau of Adult Basic and Literacy Education
PA Department of Education
333 Market Street - 12th Floor
Harrisburg, PA 17126-0333
(717) 787-5532

The **Even Start Family Literacy Program** is a family-focused literacy program intended to improve the educational opportunities of the Nation's children and adults by integrating early childhood education and adult education for parents into a unified program. The goals of the program are to help parents become full partners in the education of their children; to assist children in reaching their full potential as learners; and to provide literacy instruction for their parents. All projects have some home-based instruction and provide for the joint participation of parents and children. An Even Start-funded project is required to collaborate with adult education programs serving similar populations. Even Start builds on existing community services, and, therefore, cannot duplicate services available in the community. Pennsylvania currently funds 22 projects: 18 Local Educational Agencies, 4 Community-Based Organization and operates within 63 school districts. **Number of adults receiving literacy services during 1996-97: 2,117**

Point of Contact: Donald Paquette
Bureau of Adult Basic and Literacy Education
PA Department of Education
333 Market Street - 12th Floor
Harrisburg, PA 17126-0333
(717) 772-2813

State Education Grant (SEG) funds through the **Job Training Partnership Act** are used to help coordinate education and training services for participants through agreements between the Department of Education and each service delivery area. SEG funds provide for literacy training for adults and youth, School-to-Work Transition activities and non-traditional occupation training for women. As required by the federal act, the state provides matching funds. **Number of adults receiving literacy services during 1996-97: 4,136**

Point of Contact: Glendean Davis
Bureau of Vocational-Technical Education
PA Department of Education
333 Market Street, 6th Floor
Harrisburg, PA 17126-0333
(717) 783-6629

The Adult portion of the **Correction Education Program** was funded at $14,873,000 for 1997-8. This appropriation supports diversified educational program offerings in the Department of Corrections 22 State Correctional Institutions. Approximately 55% or $8,180,150 is spent to provide adult basic education and GED preparation programs. Funds are allocated to state correctional institutions on a fiscal year basis. **Number of adults receiving literacy services during 1996-97: 2,500**

Point of Contact: William D. Mader, Director
Bureau of Correction Education
PA Department of Education
333 Market Street, 12th Floor
Harrisburg, PA 17126-0333
(717) 783-9208

The **Library and Services Technology Act** (LSTA) is a new federal Act administered by the Office of Commonwealth Libraries in the Pennsylvania libraries in the Pennsylvania Department of Education. LSTA funds will be used to provide grants to libraries meeting certain eligibility requirements as specified in Pennsylvania's LSTA Five Year Plan. The funding priorities and other policies, procedures and criteria are also included in the plan which is available on-line at **www.cas. psu.edu/pde.html.**

Point of Contact: Annette McAlister, Assistant Director
Subsidies and Grants - Office of Commonwealth Libraries
Box 1601
Harrisburg, PA 17105
(717) 783-5741/e-mail: amc@stlib.state.pa.us

Department of Community and Economic Development

The Department of Community and Economic Development administers federal funds through the **Appalachian Regional Commission** (ARC) for education and workforce training projects. ARC-funded projects in Pennsylvania for federal fiscal year 1997-98 total $485,000. Eligible activities include: customized training and upgrading programs; basic skills programs to improve reading, writing, and computational or basic computer literacy skills; math and science programs with business and government; and adult literacy. Eligible applicants for the federal grants are non-profit organizations. Number of adults receiving literacy services during 1996-97: not available

Point of Contact: Linda A. Goldstein, Director
Entrepreneurial Assistance Office
PA Department of Community and Economic Development
357 Forum Building
Harrisburg, PA 17120
(717) 783-8950

The Community Service Block Grant provides funds for Community Action Agencies (CAAs) to undertake an array of support services for economically disadvantaged individuals. Approximately 49% of the Commonwealth's 43 CAAs fund literacy/basic education programs. Funding proposals must be sent to the Community Action Agency in the program area. **Number of adults receiving literacy services during 1996-97: 15,526**

Point of Contact: Dennis Darlin, Director
Community Empowerment Office
PA Department of Community & Economic Development
352 Forum Building
Harrisburg, PA 17120
(717) 787-1984

The **Neighborhood Assistance Act** uses tax credits to encourage private sector firms to make contributions to programs aimed at improving impoverished areas. Programs can provide services to residents, including supporting literacy/basic education programs which serve clients whose income does not exceed 125 percent of the federal poverty income guidelines or residents of an impoverished area. The Neighborhood Assistance Act programs provides $10.75 million in tax credits to be allocated to approved projects each year. Corporations can receive a 50% tax credit or possibly 70% on their state Corporate Net Income Tax for any contribution to an approved project. **Number of adults receiving literacy services during 1996-97: 398**

Point of Contact: Dennis Darlin, Director
Community Empowerment Office
PA Department of Community & Economic Development
352 Forum Building
Harrisburg, PA 17120
(717) 787-1984

The **Customized Job Training Program** provides funds to private companies for training of new hires or upgrade/retention of employees up to 100% of the eligible costs. The applicant for the funds must be a Local Education Agency (LEA) licensed by the PA Department of Education, but the training can be private by any qualified organization or instructor. A match by the private company is not required but strongly encouraged. Funding decisions are made on a competitive basis by an interagency team from the Department of Community and Economic Development, Labor and Industry, Education, and the Governor's Action Team. Funding level for CJT was increased from $15 million to $18 million in 1997-1998 FY. Literacy and other training is considered an eligible cost. **Number of adults that received training during 1996-1997: 24,365 (unofficial)**

Point of Contact: Mr. Dana Bohn
CJT Administrator
Office of Science, Technology and Workforce
464 Forum Building
Harrisburg, PA 17120
(717) 787-4147/e-mail: dbohn@doc.state.pa.us

The Pilot Program **Business Quality Partnership** just completed it first year. DCED seeded the development of five partnerships in the commonwealth at a maximum amount of $50,000 each. The current year will try to continue the development of these business-education partnerships and foster the development of 2-3 additional networks. The purpose of the pilot is to foster the partnering of educational institutions, business and industry, and the community to assist firms in addressing the training and education needs of its employees. By partnering together firms can share their internal curriculum with partnering firms and their supplier chain to promote high performance work practices. Educators can deliver on the gaps in the curriculum that exist and customize the training to the needs of industry specifications. There are no direct funds provided by this programs to target literacy issues. Funding for 1997-1998: $250,000.
No adults served in 1996-1997 - planing stage

Point of Contact: Terri Kaufman, Director
Office of Science, Technology and Workforce
464 Forum Building
Harrisburg, PA 17120
(717) 787-4147/e-mail: tkaufman@doc.state.pa.us

Department of Labor and Industry

The **Job Training Partnership Act** (JTPA) supports adult and youth literacy activities that are designed to enhance the quality of the workforce and raise the productivity and competitiveness of the nation. JTPA literacy activities are always combined with job training and/or early work-maturity skills. Literacy activities may extend from two weeks to twelve months, and may include courses in reading, writing, mathematics and study-skills improvement. The JTPA programs recognize that illiteracy, limited reading and computational skills, and incomplete high school education are serious barriers to obtaining and retaining employment, participating in training, pursuing career advancement, and securing an increased level of earnings. JTPA literacy activities are designed to assist program participants overcome such employment barriers. They are targeted to economically disadvantaged individuals including single mothers, ex-offenders, long-term public assistance recipients, substance abusers, high school dropouts, and youth with no work history. Youth literacy activities are usually combined with summer

employment and training activities and focus on critical thinking, decision-making, transferred learning techniques, and life skills.

For Program Year 1996, JTPA Title II-A, Adult Training Programs (ages 16-21) and Title II-C Youth Training Programs, enrolled a total of 3,515 individuals in basic (educational) training and remediation. During the summer of 1997, JTPA Title II-B Summer Youth Employment and Training Programs (ages 14-21) enrolled a total of 14,951 youth in basic (educational) training and remediation.

Point of Contact: John C. Vogel, Director
Bureau of Employment Services and Training
PA Department of Labor and Industry
7th and Forster Streets - 12th Floor
Harrisburg, PA 17120
(717) 772-0781

Department of Public Welfare

A component of the **Road to Economic self-sufficiency through Employment and Training** (RESET) is the placement of participants with literacy deficiencies in adult literacy/basic education classes. Through RESET, allowances such as day care and transportation may be provided through County Assistance offices to support literacy activities. **Number of adults receiving auxiliary literacy services during 1996-97: 40,905**

Under the sponsorship of the **Single Point of Contact Programs** (SPOC), a **Literacy Demonstration Project** began in 1991 to encourage the development of three model programs for the delivery of literacy training to welfare recipients: skills-specific, family, and computer-assisted literacy. Skills-specific literacy alters standard skills training curricula to include literacy education for clients with reading levels lower than the standard entrance requirements. Family literacy encourages clients to learn to read through the motivation of teaching their children to read. Parents and children work through the parallel curricula and get together for joint reading sessions each day. Computer-assisted literacy combines a variety of literacy software with life-skills curricula. This keeps clients' motivation high while simultaneously improving reading skills. **Number of adults receiving literacy services during 1996-1997: 5,663**

The **Joint Jobs Initiative,** comprised of the **Single Point of Contact** Program (SPOC), serves Temporary Assistance to Needy Families (TANF) mothers and other cash and food stamp recipients who are considered able bodied. Federal, State and Food Stamp Employment and Training funds are used to assist these clients to gain employment and

became independent of the welfare system. Program components have included intensive literacy feeders, job-specific skills and other types of remedial literacy education. **Number of adults receiving literacy services during 1996-97: 9,316**

The **Rapid Attachment to the Workforce** programs are designed to rapidly place employable welfare clients in jobs. These programs combine eight weeks of job readiness/preparation activities with supervised job search in order to place as many clients as possible in employment. Unlike some of the other "quick attachment to work" programs, Rapid Attachment contractors may choose to provide an additional four week of remedial education to clients who are unlikely to be placed and retain employment without it.

The program is active in most counties of Pennsylvania. Individuals who are enrolled in the program must be eligible for AFDC, AFDC-U or General Assistance, be mandatory employment and training program participants and be job ready (high school diploma, GED or work history). Clients must retain employment for three months.

A new DPW job placement programs **Community Solutions**, will operate from January 1998 through December 2000. All three versions of this program; Innovations Demonstration, Local Collaboration and Employer-linked Job Placement, provide 12 months of work-related activities to TANF eligible clients to ensure that they obtain full-time employment which will lead to self-sufficiency. These activities include, but are not limited to the following: intensive job preparation and job search, basic life skills, intensive job coaching to ensure long-term retention, and education (ABE, GED, ESL and computer literacy) and limited education and vocational enhancement for those participants who need it. Clients must retain employment for 12 months.

Point of Contact: David Florey, Director
Bureau of Employment and Training
PA Department of Public Welfare
Health and Welfare Building, Room 428
Harrisburg, PA 17120
(717) 787-8613

3.

MODEL WELFARE-TO-WORK PROGRAMS
example: Community Solutions

Item	Arbor, Inc.	Hispanic American Organization (HAO)
Population served:	152 county residents	470 clients/year
Grant Amount:	$392,200	1.3 million
Grant duration:	3 years	3 years
Length of training session	8 weeks	24 weeks
Objective:	to help welfare recipients to get and keep entry-level jobs	to enable clients to become financially self-sufficient
Curriculum:	Life Skills Job-Readiness Job-Retention	Job Skills ESL GED Preparation Computer Training Proper Dress & Punctuality
Unique features:	1. eliminate roadblocks to work, such as child care and transportation 2. payment to provider only after the client has retained the job for 1 year 3. Collaboration with a local company, Caesar's Resorts, as a job trainer and provider and with JTPA to do academic and skill assessments	1. eliminate roadblocks to work, such as child care 2. partnership with Penn State, Lehigh Valley for faculty to train in nursing, customer service, data entry, clerical, retail, and hospitality 3. a community advisory committee to help tailor programs to meet employment needs

4. A COMPARISON OF CURRENT EDUCATIONAL PROGRAMS FOR WELFARE RECIPIENTS (administered by NCC)

Item	Project Connect	Upfront	Rapid Attachment
Funding Source:	PA DPW	SDA #15	PA DPW
General Objective:	economic self-sufficiency		
Student Objective:	to move off welfare roles into the workplace		to obtain and hold a job for a minimum of 90 days
Measurement of Success:	placement of 50% of students for 96 hrs/month	placement of 50%	64% of clients in jobs 50% retained for 90 days
Role of DPW:	funding and hire caseworkers who refer clients to literacy provider or welfare to work program		
Role of Case Manager:	make client referral and provide client supportive services for items that may inhibit success (child care, transportation, health issues)		same as, but more personal critiquing takes place (more informal evaluation)
Role of Job Developer:	obtains job leads/bring information to classes	none	none
Role of Student:	follow responsibilities outlined by NCC and DPW		
	2 day orientation/ comply with AMR		
Recruiting Policy:	DPW (CAO)		
Curriculum:	developed jointly by literacy provider (NCC) and DPW 20 hrs/wk for 8 wks. with 4 wk intensive job preparation. Additional 4 wks. of remedial education possible.		
Record Keeping:	Form 782 - specific forms pertinent to literacy provider: NCC registration, state form, weekly and monthly reports that regularly update client status, TABE Locator pre-test		
Services to Clients:	supportive services provided by CAO (day care, transportation, medical problems)		
How does an agency become a provider?	RFP is mailed, grant proposal written, if grant is accepted DPW will monitor program for compliance	RFP is mailed, grant proposal written, provider gets approval from SDA	same as Project Connect
Tracking Procedure:	90 day tracking of client		90 day job retention with tracking and verification using Internet by Drexel University
Goals Measured:	# of referrals received from CAO and # of job placements (50%)		job retention for 90 days (benchmarks for funding are 3 days of class, job placement, and 90 day retention)
Continued Funding:	finished 6/30/98	contact SDA for RFP	1 year left 3/98 -3/99

5. County Assistance Office Executive Directors and Employment and Training Unit Coordinators

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Arbor, Inc. - Cooking Careers One West Third Street Media, PA 19063	Ms. Campbell Mr. Kintz	Ms. Graves/Dauphin Position Vacant/York	Ms. Jacobs	Dr. Gabriel Ross President (610) 566-8700
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Armstrong County Community Action Agency Armsdale Administration Building RD 8 Box 287 Kittanning, PA 16201	Ms. Jeffco Ms. Betterson	Mr. Larry Hardick/Armstrong Mr. Timothy Cornell/Butler Mr. Nicholas Kanyan/Indiana	Mr. Fresa	Mr. Kenneth L. Heilman Executive Director (412) 548-3405 FAX: 548-3413
Association for Habilitation and Employment of the Developmentally Disabled, Inc. (AHEDD) 3300 Trindle Road Camp Hill, PA 17011	Ms. Freeburn Ms. Betterson	Ms. Claire Morrison/ Alleghenny Mr. Gary Rightmire/Berks Ms. Patricia Graves/Dauphin Position Vacant/York	Ms. Morrison Ms. Jacob	Mr. Rocco Cambria President (717) 763-0968 FAX: (717) 763-0988
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Connelly Technical Institute and Adult Education Center 1501 Bedford Avenue Pittsburgh, PA 15219	Mr. Burton Mr. Kintz	Ms. Claire Morrison/Alleghney	Ms. Morrison	Dr. Alfred Fascetti Director (412) 338-3700 FAX: (412) 338-3708
Crispus Attucks Community Development Corporation 605 South Duke Street York, PA 17403	Ms. Annaguey Mr. Kintz	Position Vacant/York	Ms. Jacobs	Mr. Michael Jefferson Executive Director (717) 848-3610 FAX: (717) 843-3914

Delaware County Technical Schools Delmar Drive and Henderson Boulevard Folcroft, PA 19032	Ms. Lovejoy Ms. Betterson	Ms. Yvonne Norman/Delaware	Ms. Jacobs	Dr. James Shields Director (610) 583-7620 FAX: (610) 583-6537
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PIC of Philadelphia 1 Penn Center at Suburban Station 13th Floor 1617 JFK Boulevard Philadelphia, PA 19103	Mr. Burton Mr. Kintz	Mr. Don Jose Stovall - Philadelphia	Mr. Stovall	Ms. Patricia Irving President (215) 963-2100 Fax: (215) 567-7171
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6. COPIES OF TRANSPARENCIES

Following is a set of sample transparencies used to display additional information regarding collaboration. The original transparencies were presented by Dr. David Manzo, Northampton Community College Program Coordinator, at the PAACE Mid-Winter Conference in Hershey, PA in February 1998.

Transparency #1

WHAT IS **COLLABORATION**?

THE DECISION OF TWO OR MORE ORGANIZATIONS

TO COMBINE THEIR RESPONSES TO MEET AN EDUCATIONAL GOAL OVER TIME

IT IS A **POLITICAL PROCESS** BECAUSE

IT REQUIRES COMPETITIORS TO WORK TOGETHER

Transparency #2

Criteria:

1. Programs are Jointly Designed and Monitored
2. Some Autonomy is Sacrificed by Participants
3. Resources are Combined (Contributed)
4. Organizations are Mutually Benefited
5. Administrators are Actively Involved in the Decision-Making Process

Transparency #3

INSTITUTIONAL / ORGANIZATIONAL FACTORS:

1. RECIPROCITY
   BALANCE BETWEEN GIVING AND RECEIVING RESOURCES, DOMAIN, AND POWER

2. SYSTEM OPENNESS
   EXTERNAL RELATIONSHIPS SHOULD BE ACTIVELY SOUGHT AND IDEAS VALUED

3. TRUST AND COMMITMENT
   LEVEL OF TRUST AND COMMITMENT CAN BE AFFECTED BY PAST EFFORTS AND PERSONALITIES

4. STRUCTURE
   COMPATIBILITY OF ORGANIZATIONAL STRUCTURES CULTURES

Transparency #4

PERSONAL / INDIVIDUAL FACTORS:

1. WILLINGNESS TO RECOGNIZE THE VALUE OF IDEAS FROM OUTSIDE

2. ROLE OF BOUNDARY SPANNERS

A) Designated by the organization to represent it in the interorganizational relationship.

B) Communicate back to the parent organization
   1) Written
   2) Verbal
   3) Formal and informal style

Transparency #5

ISSUES:

1. IS MY ORGANIZATION CAPABLE OF COLLABORATING WITH OTHER ORGANIZATIONS?

2. WHAT KIND OF COLLABORATION SHOULD MY ORGANIZATION PURSUE WHICH WILL PROVIDE THE BEST SERVICES TO THE CLIENT?

3. WHAT KIND OF COLLABORATIVE EFFORTS ALREADY EXIST IN MY COMMUNITY?

Transparency #6

INGREDIENTS TO SUCCESSFUL COLLABORATION

1. COMPATIBLE PHILOSOPHIES

2. COMPATIBLE GOALS

3. ORGANIZATIONAL ELEMENTS

   a. MANAGEMENT
   b. PERSONNEL
   c. FISCAL CAPABILITIES

Transparency #7

WHERE DO I FIND A PARTNER?

1. ANOTHER ADULT EDUCATION PROVIDER

2. JTPA (labor)

3. WELFARE (welfare-to-work)

4. SOCIAL SERVICE AGENCIES (local)

5. BUSINESS / INDUSTRY (local)

Transparency #8

EXAMPLES:

1. School to work (education, labor, local partnership)

2. Welfare-to-work (education, welfare, JTPA)

3. Customized Job Training (education, local business/industry)

4. Community-based Adult Education (rent, classroom space, neighborhood improvement)

Transparency #9

BIBLIOGRAPHY FOR TRANSPARENCIES

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INTERNET ACCESS NUMBERS

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http://wtw.doleta.gov

http://www.welfareinfo.org/

http://www.nifl.gov

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GLOSSARY OF ACRONYMS

ABE: Adult basic education. This term usually refers to low level, or pre-GED literacy.

ABLE: Adult Basic and Literacy Education.

AFDC: Aid to families with dependent children. Refers to the welfare entitlement program that was ended with the 1996 passage of the Personal Responsibility Act, and which provided aid primarily to single mothers and their children

AMR: Agreement of Mutual Responsibility. A written agreement between the case worker and the welfare client stating the steps he/she will take toward economic self-sufficiency.

BETP: Bureau of Employment Training Programs.

CAO: County Assistance Office

CJT: Customized Job Training

DOL: Department of Labor

DPW: Department of Public Welfare

ESL: English as a Second Language. English language instruction for non-native speakers

GED: General Educational Development. Widely understood as a high school equivalency diploma

HAO: Hispanic American Organization. A Lehigh Valley based organization that provides services to welfare recipients

HRIC: Human Resource Investment Council. A partnership between industry, workers, and government which will encourage integratrion of job-training and educational programs

JTPA: Job Training Partnership Act. Funds training programs for disadvantaged adults (including public assistance recipients (Title II) and dislocated workers (Title III)

NCC: Northampton Community College, Bethlehem, PA

NIL: National Institute for Literacy

OJT: On the Job Training

PAACE: Pennsylvania Association for Adult Continuing Education.

PIC: Private Industry Councils. Local dispenser of JTPA funds, this body must be composed of a majority of private sector employers.

PRWORA: Personal Responsibility and Work Opportunity Reconciliation Act. A comprehensive bipartisan national welfare system that requires work in exchange for time-limited assistance.

RFP: Request for Proposal

SDA: Service Delivery Area

SPOC - Single Point of Contact. A PIC welfare-to-work program developed to address the special needs of welfare clients having multiple barriers to employment.

TABE: Test of Adult Basic Education. A timed, standardized test commonly used for adults to measure literacy skills (reading, language and math).

TANF: Temporary Assistance for Needy Families. Under the 1996 Personal Responsibility Act, this aid, delivered to states in block grants, replaces AFDC. The assistance is provided for limited time periods only.